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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Sharing the planet  **Stations week 29 L2 (Library)** | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Shows understanding of oral language by responding with actions or words.  -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs. (oral-listening)  -Uses oral language to address their needs, express feelings and opinions(speaking)  -Identifies the structure of the story (Plot: beginning-middle-end.  -Makes inferences of a text  -Recognizes some beginning and ending sounds in words poems, rhymes, tongue-twisters and songs.  -Reads and understands high frequency words (Reading) | | | | | | **Skills:** Listening/Speaking/ | | | | | |
| **Materials: Shared reading (Interactive text: *A whale of a tale*)**  <http://www.rif.org/assets/interactive/storys/whale_tale/whale_tale.swf>  **(Computer and video beam), 3 computers with the following link:** [**http://professorgarfield.org/Phonemics/chickenCoop.html**](http://professorgarfield.org/Phonemics/chickenCoop.html) **and** [**http://www.bbc.co.uk/schools/laac/words/dg1.shtm**](http://www.bbc.co.uk/schools/laac/words/dg1.shtm) **to practice B. and ending sounds, strips of paper with the interactive chart “What is it”, a set of books and the HFW worked.** | | | | | | **Grouping**  Individual  Pairs  x**Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  x**Stations** |
| **Date: Week 29**  **(April the 8th to the 12th)** | | | **Time: 1 block**  **(Stations of 20 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (Shared reading) (Teacher) Interactive text: *A whale of a tale*** [***http://www.rif.org/assets/interactive/storys/whale\_tale/whale\_tale.swf***](http://www.rif.org/assets/interactive/storys/whale_tale/whale_tale.swf)  **Opening:** Show children the cover (last slide) and ask: What do you see? (Encourage full sentences in their answers using the structure I see…..) What is the setting of the story? Who do you think are the characters of the story? Go back to the first slide and let children listen to the song until slideten to t slie and ked.lasounds C and F. until slide 2 and ask: who are the characters? Why do you think that? What do you think is happening? (Encourage the use of the structure I think…..) What do you see? What is a newspaper used for? Why do you think the whale is on the newspaper? Invite children to read the echo read the headline. Play next slide and invite children to reflect about what a whale can tell about the seven seas. Play the story ´till the end stopping for encouraging broader understandings and reflections.nd reflections derng for furtheng if neededea.  **Station 2 (3 Computers)** **(Janet)** [**http://professorgarfield.org/Phonemics/chickenCoop.html**](http://professorgarfield.org/Phonemics/chickenCoop.html) **and** [**http://www.bbc.co.uk/schools/laac/words/dg1.shtm**](http://www.bbc.co.uk/schools/laac/words/dg1.shtm)  Children will practice beginning and ending sounds in these 2 interactive games  **Station 3 (Interactive chart “what is it” ) (Teacher)**  Have the drawing of the butterfly covered. Start showing small parts of the drawing http://www.dreamstime.com/butterfly-thumb9409381.jpgand invite children to wonder about what it could be. Have the strips of paper and start introducing the interactive chart by inviting children to “read “along with you. Starting with the tittle and so on.  What is it?  Shiny …..wings (…red, blue,yellow,orange etc.)  With a little ……spot (…red, blue,yellow,orange etc.)  Fuzzy ……body (…red, blue,yellow,orange etc.)  A caterpillar it´s not  What is it?  (Have strips of paper with different colours written (you can write the words using colours for visual aid) invite children to echo read while changing the colours. You can also make emphasis on the different words like shiny, fuzzy and spot by asking if anybody knows what it means for better understanding.  **Station 4 (Books and HFW worked)(Independent)**  Have a set of books on a table and a set of the HFW taped on the table. Children will be exploring on the book of their choice and finding HFW as they “read” along. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: Invite children to visit the link of “A whale of a tale” <http://www.rif.org/assets/interactive/storys/whale_tale/whale_tale.swf> on the wiki for further enjoinment and understanding.  **Notebook:** Discuss briefly: What do you think is the beginning of the story and why? (Prior knowledge)  As homework A. children will write and draw the beginning of the story on their notebook. | | | | | | | | | | | |